

ECERS-R Instructions and General Notes:

South Carolina Notes

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

Disinfectant and/or anti-bacterial wipes do not count for sanitation purposes. Products that can be given credit as sanitizing solutions are: bleach-water solution or a commercial product that states on the label or manufacturer's product sheet that it kills 99.9% of germs or is an EPA registered product. All commercial products used for sanitizing must be used according to manufacturer's guidelines.

SPACE AND FURNISHINGS

2. Furniture for routine care, play, and learning*

1.1 Notes:

"Insufficient basic furniture" means not enough or an insufficient number of pieces of the basic furniture needed for routines, play, and learning listed in the notes for clarification. If most of the toys are stored in crates or toy boxes and there are very few open shelves, a score of "Yes" is appropriate.

South Carolina Notes

For programs operating more than 4 hours where a nap is required, each child must have a mat or cot.

3. Furnishings for relaxation and comfort*

7.1 Notes:

Give credit only for additional soft furnishings that can be used during play. If there is carpet under tables that cannot be used to sit or play on, credit cannot be given for soft furnishings.

South Carolina Notes

Give credit only if there are two extra soft furnishings in addition to the cozy area.

4. Room arrangement for play

1.2 Notes:

Do not score "Yes" unless area is very difficult to supervise. Take ages of children into consideration when deciding on a score.

South Carolina Notes

Score this "Yes" only if no part of the room is easy to supervise.

3.2 Notes:

South Carolina Notes

There can be no blind spots in the classroom to receive credit for this indicator. In scoring this indicator, ask yourself these questions: Can I see every part of the room from every angle? Is it difficult because of placement of furniture? Are there high shelves in the middle of the room? Are there blind spots? Is staff diligent in supervising?

5.1 Notes:

An interest center is an area where materials, organized by type, are stored so that they are accessible to children, and appropriately furnished play space is provided for children to participate in a particular kind of play. Examples of interest centers are art activities, blocks, dramatic play, reading, nature/science, and manipulatives/fine motor.

South Carolina Notes

Consider location of materials and centers

5.3 Notes:

South Carolina Notes

Consider traffic paths

7.3 Notes:

South Carolina Notes

To give credit for this indicator, materials must be rotated at least monthly.

5. Space for privacy*

3.2 Notes:

All spaces used for privacy must be easily supervised by staff.

South Carolina Notes

If you have to peep through small openings, then score this indicator "No."

6. Child-related display

5.2 Notes:

Base score on overall impression of whether children's art is well represented in the display. Consider what you feel when you have looked around the room from various areas. Counting number of pieces of artwork is not necessary. If 50/50, or too close to tell, give credit for most of the display done by children. If a detailed search is needed to find the children's work, then do not give credit.

South Carolina Notes

For this indicator, children's work does not have to be individualized. "Cookie cutter" art can be given credit.

7. Space for gross motor play*

1.2 Notes:

Although no gross motor area that challenges children can ever be completely safe, the intent of this indicator is that major causes of serious injury are minimized, such as injury from falls onto inadequate cushioning surfaces, or entrapment, pinching of body parts, and protrusions from nongross motor equipment that is in the space. Safety of the equipment is covered in Item 8. Gross motor equipment. Issues related to safety of the space (not the gross motor equipment) is considered in this item. Fall zones, with required cushioning surfaces are considered part of the space (not equipment), and thus considered here. Height and velocity of falls should be considered when determining whether a fall zone with cushioning surface is needed. Anything permitted by the staff to be used for stimulating active play that could lead to a fall with serious consequences must have an adequate fall zone.

Note that the requirements for verifying the resilience of materials not covered in the chart on Playground Information in All About the ECERS-R on pp. 62 and 63, such as poured or installed foam or rubber surfaces, is as follows: the child care provider must provide written proof of meeting ASTM 1292 requirements for the material used under equipment.

Although the Consumer Product Safety Commission Guidelines for cushioning surfaces and fall zones apply only to anchored equipment, for purposes of scoring, these standards should be applied to anything used for gross motor play, in which falls onto inadequate cushioning surfaces can occur. (See All About the ECERS-R, pp. 57–67 for further information.)

Any non-gross motor equipment that is in the space (such as fences, storage sheds, air conditioning units, dramatic play structures, benches, picnic tables, water play areas) must also be assessed in this item, for safety problems they might pose, such as protrusions on low fences, obstructions in a trike path or accessibility to dangerous objects.

South Carolina Notes

Major Hazards

Insufficient cushioning
Entrapment
No fence
Open gate
Spaces between railings on stairs
Large rocks
Ants
Water areas (ponds, creeks)

Minor Hazards

Sand on sidewalk
Tripping hazards
Points on fence

3.2 Notes:

Although no gross motor area that challenges children can ever be completely safe, the intent of this indicator is that major causes of serious injury are minimized, such as injury from falls onto inadequate cushioning surfaces, or entrapment, pinching of body parts, and protrusions from nongross motor equipment that is in the space. Safety of the equipment is covered in Item 8. Gross motor equipment. Issues related to safety of the space (not the gross motor equipment) is considered in this item. Fall zones, with required cushioning surfaces are considered part of the space (not equipment), and thus considered here. Height and velocity of falls should be considered when determining whether a fall zone with cushioning surface is needed. Anything permitted by the staff to be used for stimulating active play that could lead to a fall with serious consequences must have an adequate fall zone.

Note that the requirements for verifying the resilience of materials not covered in the chart on Playground Information in All About the ECERS-R on pp. 62 and 63, such as poured or installed foam or rubber surfaces, is as follows: the child care provider must provide written proof of meeting ASTM 1292 requirements for the material used under equipment.

Although the Consumer Product Safety Commission Guidelines for cushioning surfaces and fall zones apply only to anchored equipment, for purposes of scoring, these standards should be applied to anything used for gross motor play, in which falls onto inadequate cushioning surfaces can occur. (See All About the ECERS-R, pp. 57–67 for further information.)

Any non-gross motor equipment that is in the space (such as fences, storage sheds, air conditioning units, dramatic play structures, benches, picnic tables, water play areas) must also be assessed in this item, for safety problems they might pose, such as protrusions on low fences, obstructions in a trike path or accessibility to dangerous objects.

South Carolina Notes

To give credit for this indicator, there must no major hazards and/or less than three minor hazards.

8. Gross motor equipment*

1.3 Notes:

The safety of gross motor equipment is handled in this item, in terms of appropriateness and condition. Safety of fall zones, with cushioning surfaces, and all other hazards present in the space, are handled in Item 7. Space for gross motor play.

South Carolina Notes

Major Hazards

Open S-hooks on swings

Wooden/metal bats

Flexible jump ropes (if rope can knot)

Minor Hazards

Heavy balls

Swinging bridges

Metal slide
Merry-go-round

Score “Yes” if equipment is inappropriate due to level of difficulty (slide too high or monkey bars). Ask the teacher about children’s use of this equipment.

3.3 Notes:

The safety of gross motor equipment is handled in this item, in terms of appropriateness and condition. Safety of fall zones, with cushioning surfaces, and all other hazards present in the space, are handled in Item 7. Space for gross motor play.

In a mixed-aged group, appropriate equipment must be available for the different abilities represented. Consider especially the appropriateness of the stationary equipment such as climbers, since they are permanent installations and always accessible. “Most” means 75% of the stationary equipment is suitable for the age and ability of the children being observed.

South Carolina Notes

There must be no major hazards and/or less than three minor hazards.

PERSONAL CARE ROUTINES

10. Meals/snacks

1.2 Notes:

The intent of this indicator is to determine whether the correct components of a meal or snack are being served to the children. No analysis of the nutritional value of foods served is necessary. Use the USDA Meal Guidelines—ages 1–12, in All About the ECERS-R, p. 91, to determine whether the components are present. Personal dietary preferences of the assessor (e.g., preference for whole grain vs. white breads or fresh vs. canned vegetables) are not to be used in determining the quality of the foods served. As long as the required nutritionally adequate meals and snacks are served, within the acceptable timeframe (e.g., program less than or equal to 4 hours=1 meal or snack required; 4–6 hours=1 meal; 6–12 hours=2 meals and 1 snack or 2 snacks and 1 meal; more than 12 hours=2 snacks and 2 meals), credit can be given for 3.2. An occasional instance of not meeting the guidelines—for example, cupcakes for a birthday party instead of the scheduled snack—should not affect the rating. Any supplementary foods served in addition to the required meals/snacks do not have to meet the required components. Check menu for the week in addition to observing food served. If no menu is available, ask the teacher to describe meals/snacks served for the past week.

South Carolina Notes

In programs where parents provide meals, at least 75% of the meals must meet USDA Meal Guidelines.

1.3 Notes:

In the case where snack time is flexible and children come and go throughout a period of time, the same sanitary conditions are required (i.e., table sanitized between children using same places, children's hands washed). If children finger feed themselves during meals or hands become messy, then children should have hands washed after eating also.

South Carolina Notes

Disinfectant and/or anti-bacterial wipes do not count for sanitation purposes. Products that can be given credit as sanitizing solutions are: bleach-water solution or a commercial product that states on the label or manufacturer's product sheet that it kills 99.9% of germs or is an EPA registered product. All commercial products used for sanitizing must be used according to manufacturer's guidelines.

3.2 Notes:

The intent of this indicator is to determine whether the correct components of a meal or snack are being served to the children. No analysis of the nutritional value of foods served is necessary. Use the USDA Meal Guidelines—ages 1–12, in All About the ECERS-R, p. 91, to determine whether the components are present. Personal dietary preferences of the assessor (e.g., preference for whole grain vs. white breads or fresh vs. canned vegetables) are not to be used in determining the quality of the foods served. As long as the required nutritionally adequate meals and snacks are served, within the acceptable timeframe (e.g., program less than or equal to 4 hours=1 meal or snack required; 4–6 hours=1 meal; 6–12 hours=2 meals and 1 snack or 2 snacks and 1 meal; more than 12 hours=2 snacks and 2 meals), credit can be given for 3.2. An occasional instance of not meeting the guidelines—for example, cupcakes for a birthday party instead of the scheduled snack—should not affect the rating. Any supplementary foods served in addition to the required meals/snacks do not have to meet the required components. Check menu for the week in addition to observing food served. If no menu is available, ask the teacher to describe meals/snacks served for the past week.

South Carolina Notes

In programs where parents provide meals, at least 75% of the meals must meet USDA Meal Guidelines.

3.3 Notes:

If sanitary conditions are usually maintained and if handwashing and other sanitary procedures are clearly a part of the program, credit can be given for 3.3 even if there is an occasional lapse in practice.

South Carolina Notes

To give credit, sanitary conditions must be maintained at least 75% of the time.

5.1 Notes:

“Most” requires that it is more likely for staff to be sitting with the children during meals and group snacks than not. Although staff may need to leave the table to assist with the meal, most of the time should be spent sitting with the children. It is not required that each table have a staff member. Some staff may help with serving, while others sit with children.

South Carolina Notes

At least 1 staff member must sit with children during meals and snacks to give credit.

11. Nap/rest*

Item Notes:

Score NA on this item for programs of 4 hours or less that do not provide a nap or rest. For longer programs, nap/rest should be based on the age and individual needs of the children.

South Carolina Notes

Consider quiet activities such as book baskets, puzzles, and journals as nap/rest time. Children can participate in quiet activities by sitting at tables or on the floor. If children lie on the floor, they must use a mat. This item may be scored “NA” if no rest time is offered and none of the children appear to need a rest time. If it is apparent that a child (or children) needs to rest, proper sanitary provisions must be made and this item will be scored.

Item Questions:

Could you describe how nap or rest is handled?

1.1 Notes:

“Inappropriate” schedule means that nap/rest is either too late or too early (e.g., children are tired long before naptime or are not ready to sleep), or children are left napping or required to be on their cots too long (more than 2½ hours), which might interfere with family bedtime routines.

1.2 Notes:

South Carolina Notes

Mats must be covered in a material that makes them easy to wash and sanitize. They must be stored separately so that sleep surfaces do not touch one another or touch the floor or the floor side of another child’s mat. Children’s bedding must be stored separately so that personal items are not touching one another. Towels are not to be considered for this indicator. If children rest directly on the floor or sitting at tables credit cannot be given for this indicator.

1.3 Notes:

South Carolina Notes

At least one staff member that works directly with the children on a regular basis must be present and alert at all times. There can be no lapses in supervision.

14. Safety practices

Item Notes:

[None]

Item Questions:

[None]

1.1 Notes:

The following list of major hazards is not meant to be complete. Be sure to note all safety problems on score sheet.

Some indoor safety problems:

- No safety caps on electrical sockets
- Loose electrical cords
- Heavy objects or furniture child can pull down
- Medicines, cleaning materials, and other substances labeled "keep out of reach of children" not locked away
- Pot handles on stove accessible
- Stove controls accessible
- Water temperature too hot
- Mats or rugs that slide
- Unprotected hot stove or fireplace in use
- Open stairwells accessible
- Play areas in front of doors

Some outdoor safety problems:

- Tools not meant for children's use are accessible
- Any substance labeled "keep out of reach of children" not locked away
- Sharp or dangerous objects present
- Unsafe walkways or stairs
- Easy access to road
- Hazardous trash accessible
- Play equipment too high, not well maintained, unanchored
- Play equipment poses threat of entrapment, injury from pinch points or projections

Score "Yes" when the observer can list two or more very serious hazards in indoor spaces used by the children or more than five minor hazards (such as loose carpet edge, splinters on a shelf, or bleach-water solution stored within children's reach). Bleach and water solution, used to sanitize surfaces, does not have to be locked away, but must be stored out of reach of young children. It should not be sprayed where it can be breathed in by children, for example, while children are seated around the table. Any electrical outlets or wires present where children are allowed to play must be safe (e.g., outlets covered, cords secure). When special safety outlets are used in a program, ask the teacher or director how they are operated to ensure child safety, and check to be sure operation rules are followed correctly. Flip covers on outdoor outlets are acceptable as safety caps as long as they are kept closed when not in use.

South Carolina Notes

Anything that is labeled “Keep out of reach of children,” must be stored in a locked cabinet or out of the reach of children,

Major Hazards

Raw kidney beans
Uncovered outlets

Minor Hazards

Macaroni used in sand/water
Loose carpet
Splinters on furniture
Chemicals sprayed around children

1.2 Notes:

The following list of major hazards is not meant to be complete. Be sure to note all safety problems on score sheet.

Some indoor safety problems:

- No safety caps on electrical sockets
- Loose electrical cords
- Heavy objects or furniture child can pull down
- Medicines, cleaning materials, and other substances labeled “keep out of reach of children” not locked away
- Pot handles on stove accessible
- Stove controls accessible
- Water temperature too hot
- Mats or rugs that slide
- Unprotected hot stove or fireplace in use
- Open stairwells accessible
- Play areas in front of doors

Some outdoor safety problems:

- Tools not meant for children’s use are accessible
- Any substance labeled “keep out of reach of children” not locked away
- Sharp or dangerous objects present
- Unsafe walkways or stairs
- Easy access to road
- Hazardous trash accessible
- Play equipment too high, not well maintained, unanchored
- Play equipment poses threat of entrapment, injury from pinch points or projections

Score “Yes” when the observer can list two or more very serious hazards seen in the outdoor spaces used by children or six or more minor hazards (such as tree roots that are unlikely to cause tripping, shallow puddles, or sand on a sidewalk).

South Carolina Notes

Major Hazards

Insufficient fall zones
Open gates
No fence
Open S-hooks

Minor Hazards

Tree roots/ tripping hazards
Puddles
Sand on sidewalk

1.3 Notes:

If this indicator is scored “Yes,” then it is likely that Items 29 and 30 (supervision items) may also receive scores of 1. Note that to score this indicator “Yes,” supervision must be inadequate both indoors and outdoors.

South Carolina Notes

Staff must not sit and watch. Consider ratios and staff positioning.

	2-3 years	3-4 years	4-5 years	5-6 years
Staff: child ratio	1:6	1:9	1:10	1:12

3.1 Notes:

The following list of major hazards is not meant to be complete. Be sure to note all safety problems on score sheet.

Some indoor safety problems:

- No safety caps on electrical sockets
- Loose electrical cords
- Heavy objects or furniture child can pull down
- Medicines, cleaning materials, and other substances labeled “keep out of reach of children” not locked away
- Pot handles on stove accessible
- Stove controls accessible
- Water temperature too hot
- Mats or rugs that slide
- Unprotected hot stove or fireplace in use
- Open stairwells accessible
- Play areas in front of doors

Some outdoor safety problems:

- Tools not meant for children’s use are accessible
- Any substance labeled “keep out of reach of children” not locked away
- Sharp or dangerous objects present
- Unsafe walkways or stairs
- Easy access to road
- Hazardous trash accessible
- Play equipment too high, not well maintained, unanchored
- Play equipment poses threat of entrapment, injury from pinch points or projections

To give credit, there must be no more than five minor hazards observed.

South Carolina Notes

Anything that is labeled “Keep out of reach of children,” must be stored in a locked cabinet or out of the reach of children,

Major Hazards

Raw kidney beans

Minor Hazards

Macaroni used in sand/water

Uncovered outlets

Loose carpet

Splinters on furniture

Chemicals sprayed around children

Insufficient fall zones

Tree roots/ tripping hazards

Open gates

Puddles

No fence

Sand on sidewalk

Open S-hooks

3. LANGUAGE-REASONING

15. Books and pictures

1.1 Notes:

Score “Yes” if fewer than five intact books are accessible to the children or if the accessible books can be used for less than 1 hour in a full-day program of 8 hours or more, appropriately prorated for shorter programs (see the chart in the “Explanation of Terms Used Throughout the Scale” on p. 7).

South Carolina Notes

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

3.1 Notes:

“Some books accessible” means that at least one book for half of the children allowed to attend at any time (e.g., 10 books for a group of 20). To give credit, books must be accessible for at least 1 hour per day in a program of 8 hours or more, appropriately prorated for shorter programs (see chart in “Explanation of Terms Used Throughout the Scale” on p. 7).

South Carolina Notes

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

3.2 Notes:

Reading may be done in small groups or in larger groups depending on the ability of the children to attend to the story.

South Carolina Notes

This must be part of the regular part of the scheduled day – if not observed, look on schedule.

5.1 Notes:

All accessible books do not have to be found in the book area. Be sure to look for them in other areas of the room. A “wide selection of books” includes a variety of topics: fantasy; factual information; stories about people, animals, and

nature/science; books that reflect different cultures and abilities. In order to be given credit for a wide selection there must be at least 20 books for a group of up to 15 children, and at least one extra book for each additional child over that number permitted to attend. Approximately 3–4 examples of each topic are required, but this rule is flexible, and there might be more or less of any topic. However, each topic must be represented. (See All About the ECERS-R, pp. 149–152, for further information.)

5.2 Notes:

Examples of additional language materials are posters and pictures, flannel board stories, picture card games, and recorded stories and songs. To give credit, the materials must be accessible at least 1 hour daily in a full-day program of 8 hours or more, appropriately prorated for shorter programs (see chart in “Explanation of Terms Used Throughout the Scale” on p. 7).

South Carolina Notes

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

5.4 Notes:

South Carolina Notes

Do not consider materials not meant for use with children that are stored in a teacher’s space.

7.1 Notes:

South Carolina Notes

Books must be added or rotated monthly to get credit for this indicator.

16. Encouraging children to communicate*

3.2 Notes:

To give credit, the materials must be accessible for at least 1 hour per day in a program of 8 hours or more. For programs operating less than 8 hours, see chart in “Explanation of Terms Used Throughout the Scale” on p. 7 to determine the required amount of time.

South Carolina Notes

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

4. ACTIVITIES

19. Fine motor

3.1 Notes:

There are several different types of fine motor materials, including small building toys such as interlocking blocks and Lincoln logs; art materials such as crayons and scissors; manipulatives such as beads of different sizes for stringing, pegs and pegboards, sewing cards; and puzzles.

“Some” of each type means more than one example of each of the four types is accessible for 1 hour in an 8-hour program, prorated appropriately in shorter programs (see “Explanation of Terms Used Throughout the Scale” on p. 7 for amount of time required). In order to be given credit for one example of a type, the material must be complete and in good enough condition to permit the activity for which it was designed. Therefore, crayons and paper to draw on is one example of an art material, a puzzle with all its pieces is one example of puzzles, a set of beads with strings is one example of manipulatives. (For further details about the four types of fine motor materials see All About the ECERS-R, pp. 189, 190.)

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

3.1 Questions:

[None]

3.2 Notes:

“Most” means 80% of fine motor materials.

3.2 Questions:

[None]

5.1 Notes:

“Many” requires at least three examples of each type to be accessible for a substantial portion of the day. Many items representing each type do not all have to be accessible at the same time, however a combination of these materials needs to be accessible for a substantial portion of the day to assure that children have a wide choice.

South Carolina Notes:

Small Building Toys	Art materials	Manipulatives	Puzzles
Interlocking blocks	Crayons	Beads & strings	Picture puzzles
Lincoln Logs	Pencils	Lacing cards	Knob puzzles
Small blocks (inch cubes)	Paint	Mr. Potato Head	Framed puzzles
Bristle blocks	Markers	Pegs w/peg board	Floor puzzles
Tinker Toys	Paper		

Magnetic blocks	Tools		
	Play dough		
	Collage materials		

20. Art*

3.1 Notes:

In groups with children under 3 years of age or with certain developmental delays, staff may bring out materials to make them accessible daily with close supervision for as long as there is interest.

Adaptations may be needed to make art materials accessible and usable for children with disabilities. "Some" means at least one usable art material that will allow children to complete artwork (e.g., crayons with paper). To give credit, the materials must be accessible daily for at least 1 hour in an 8-hour program, prorated appropriately for shorter programs (see chart in "Explanation of Terms Used Throughout the Scale" on p. 7).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

5.1 Notes:

"Many and varied" requires that 3-5 different art materials be accessible from at least four of the categories for a substantial portion of the day, and drawing materials is required as one of the four. All categories need not be accessible at the same time, as long as each is included for some time during the substantial portion of the day. (For more information about the categories, see All About the ECERS-R, p. 200.) Food cannot be counted as an art material. "Many and varied" requires that 3-5 different art materials be accessible from at least four of the categories for a substantial portion of the day, and drawing materials is required as one of the four. All categories need not be accessible at the same time, as long as each is included for some time during the substantial portion of the day. (For more information about the categories, see All About the ECERS-R, p. 200.)

Food cannot be counted as an art material.

South Carolina Notes:

Drawing	Paint	3-D	Collage	Tools
Crayons	Finger paint	Play dough	Glue	Scissors
Markers	Tempera paint	Clay	Paper	Staplers
Pens	Water colors	Wood scraps for gluing	Cardboard pieces	Hole punchers

Pencils	Paper	Modeling compound	Foam shapes	Tape
Chalk		Styrofoam	Felt pieces	Play dough tools
Dry erase markers/boards		Pipe cleaners	Magazines	Paint brushes
Paper			Yarn/string	Stencils
			Cotton balls	Sponge painters
			Pom-poms, feathers, sequins, glitter, buttons	Rollers

21. Music/movement

3.1 Notes:

“Some” means more than one example of music materials are accessible for at least 1 hour per day in an 8-hour program, prorated appropriately for shorter programs (see “Explanation of Terms Used Throughout the Scale” on p. 7 for time required in shorter program). The materials need not be accessible at the same time.

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

5.1 Notes:

To give credit for “many,” there must be enough musical instruments for at least half of the children to use at once plus some music to listen to, such as a tape player with tapes or a computer program that has extensive musical content (e.g., complete songs, and/or passages of music). Do not give credit for very short musical sound patterns on the computer, as found in many computer games. Dance props must be accompanied by something that makes music such as recorded music, child-created music, or adult created music. For a tape player to be considered accessible in a group of older children (majority of children are 4 years and older), children should be able to use the tapes independently, but in younger groups help may be needed from the teacher.

To give credit, the “many” music materials must be accessible for at least 1 hour daily in programs operating 8 hours or more a day. Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more (see “Explanation of Terms Used Throughout the Scale” on p. 7 for time required for shorter programs).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

22. Blocks***3.3 Notes:**

To give credit, blocks and accessories must be accessible for one hour in programs of 8 hours or more, prorated for programs operating fewer hours (see "Explanation of Terms Used Throughout the Scale" p. 7).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

23. Sand/water***3.2 Notes:****South Carolina Notes:**

To give credit, at least 2 toys must be accessible.

24. Dramatic play***3.2 Notes:**

To give credit, the materials must be accessible for at least 1 hour daily in programs operating 8 hours or more. Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally (see "Explanation of Terms Used Throughout the Scale" on p. 7 for time required for shorter programs).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

25. Nature/science***3.2 Notes:**

Materials must be accessible for at least 1 hour in a program of 8 hours or longer, prorated for shorter programs (see "Explanation of Terms Used Throughout the Scale" on p. 7).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

5.1 Notes:

“Many” means approximately 3–5 examples of three categories of nature/science materials. However, this can vary as long as three of the four categories are represented. In some cases you might give credit for more than 3–5 of one type and less than 3–5 of another. This will also depend on the ages and number of children in the group. (For a description of each of the four categories of nature/science materials, see All About the ECERS-R, pp. 253–256.)

South Carolina Notes:

Collections of Natural Objects	Living Things	Books, Games, Toys	Activities
Leaves	Plants	Real picture books	Magnets
Seashells	Garden	Factual books	Magnifying glass
Pinecones	Butterfly hatching kit	Nature board/card games	Sand/water activities
Bird’s nests	Bird feeder in window	Nature sequence cards	Sensory cans
Rocks	Fish/turtle	Body part matching game	Color paddles
	Ant/worm farm	Plastic animals	
	Eggs that hatch		

26. Math/number*

3.2 Notes:

To give credit, materials must be accessible for 1 hour in programs of 8 hours or more, prorated for programs operating fewer hours (see “Explanation of Terms Used Throughout the Scale,” p. 7).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

5.1 Notes:

“Many” means approximately 3–5 of each type. However, this can vary, as long as all four types are represented. In some cases you might give credit for more than 3–5 of one type and less than 3–5 of another. This will also depend on the ages and number of children in the group. Credit should be given for materials obviously designed for math learning (e.g., puzzle with graduated sizes or different shapes, pegboard with number printed and holes to match, balance scale with things to weigh, nested cups that require size recognition). To give credit for more generic materials (blocks, beads for stringing, sets of bears with many pieces), it must be observed that the materials are used for math learning.

South Carolina Notes:

Written Numbers	Counting	Measuring	Comparing Quantities	Recognizing Shapes
Number puzzles	Small objects/bears	Measuring cups/spoons	More than/less than toys	Shape puzzles
Telephones	Money	Balance scale	Inch cubes	Magnetic shapes
Cash register	Beads & bead patterns	Rulers/tape measures	Nesting cups	Unit blocks
Clock	Pegs	Thermometers	Chart/graph	Pattern cards
Calendar	Puzzles	Height chart	Abacus	Matching cards with shapes
Number books	Wall cards	Foot measure	Dominos	Wall cards
Number cards				

27. Use of TV, video, and/or computers*

3.2 Notes:

South Carolina Notes:

At least 2 activities provided as alternatives to give credit for this indicator.

INTERACTION

29. Supervision of gross motor activities*

1.1 Notes:

The example in this indicator, of children being left unattended even for a short period of the time, means that no adult is present to supervise children.

South Carolina Notes:

	2-3 years	3-4 years	4-5 years	5-6 years
Staff: child ratio	1:6	1:9	1:10	1:12

30. General supervision of children (other than gross motor)*

1.1 Notes:

South Carolina Notes:

	2-3 years	3-4 years	4-5 years	5-6 years
Staff: child ratio	1:6	1:9	1:10	1:12

PROGRAM STRUCTURE

34. Schedule

3.3 Notes:

Both the indoor and outdoor play periods must each equal at least 1 hour in length for programs operating 8 hours or more (see “Explanation of Terms Used Throughout the Scale” on p. 7 for requirements for programs operating less than 8 hours a day).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

35. Free play*

3.1 Notes:

“Free play” or free choice does not require that all areas are open for children’s choice. The number of centers may be limited as long as the children may choose where, with what, and with whom they play. To give credit, children must be able to participate in free play for at least 1 hour daily in full-day programs of 8 hours or more. The 1 hour may take place at one time, or be a combination of times throughout the day (see “Explanation of Terms Used Throughout the Scale” on p. 7 for time required for programs operating less than 8 hours a day).

South Carolina Notes:

If a program operates between 5 and 7 hours a day, the time required would be 45 minutes. For programs operating less than 5 hours, the time required would be 30 minutes.

37. Provisions for children with disabilities*

3.3 Notes:

South Carolina Notes:

Score “Yes” if parents show up to IEP meeting and/or signed IEP.

5.3 Notes:

South Carolina Notes:

To give credit for this indicator, informal communication must take place daily or almost daily

PARENTS AND STAFF

38. Provisions for parents

3.3 Notes:

South Carolina Notes:

To give credit for this indicator, at least 2 opportunities must be provided.

5.3 Notes:

South Carolina Notes:

At least one ongoing print communication material, in addition to a parent handbook, and two face-to-face communication opportunities, such as a planned individual conference and a parent meeting, are required in addition to daily informal communication to give for this indicator.

5.4 Notes:

South Carolina Notes:

At least three alternatives are required to give credit for this indicator.

7.2 Notes:

South Carolina Notes:

Credit can also be given if no referrals have ever been required or made, but staff show that they are willing and well informed to provide this service.

7.3 Notes:

South Carolina Notes:

Examples of parent involvement in decision-making process: PTA/PTO, School Improvement Council, Parent Advisory Committee.

39. Provisions for personal needs of staff

Item Notes:

South Carolina Notes:

At a minimum, a 15-minute break for every 3 hours worked in the classroom should be provided to staff.

3.2 Notes:

South Carolina Notes:

To give credit for this indicator, furniture cannot be located in the children's classroom.

3.4 Notes:

South Carolina Notes:

To give credit for this indicator, staff must each have at least one break of 15 minutes.

41. Staff interaction and cooperation*

7.1 Notes:

12/1/2005

South Carolina Notes:

To give credit for this indicator, the planning time must occur when all staff is free of caregiving responsibilities.

42. Supervision and evaluation of staff*

5.1 Notes:

South Carolina Notes:

To receive credit for this indicator, the observation should be of sufficient length (at least 1-3 hours) and done at a time when the children are awake and active. All staff members should receive an annual (once a year) supervisory observation. Score this indicator "No" if some, but not all, classroom staff members are observed, if the observation is less than 1 hour in length, or if it is completed less than yearly.

43. Opportunities for professional growth*

5.1 Notes:

South Carolina Notes:

To receive credit for this indicator, orientation must be a minimum of 16 hours.